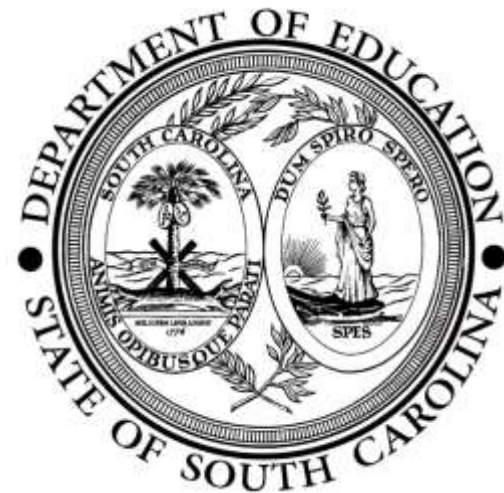


Grade 7

Informative/Explanatory Writing – Prove It with Evidence from Our Past

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



Grade 7: Informative/Explanatory

Prove It with Evidence From our Past

Unit Rationale/Overview:

The standards-based focus for this thematic unit is citing text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Informational text skills can also be addressed through integration of news articles and other nonfiction pieces. These critical skills have real-world reading, writing, and communication applications across all content areas and will continue to increase in complexity in the future. Additionally, standards for informational/explanatory writing, inquiry, and communication are naturally interwoven into the unit. The unit fosters the traits found in the Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) through the collaboration, critical thinking, and interpersonal skills required of students as they work through the lessons, strategies, and assessments in this unit.

Note:

It is important to note that any developmentally appropriate novel about the Holocaust can be used in this fashion. *Elly: My True Story of the Holocaust* by Elly Berkovits Gross was chosen for this unit because of its readability. Though the reading level is lower than seventh grade, the information and vocabulary are complex enough to aide in language acquisition, vocabulary development, and content area knowledge. Any novel or written work about the Holocaust should be chosen carefully by the teacher(s) with consideration of students' abilities and needs. The teacher should read all pieces before teaching them.

Estimated Time Frame for Unit: two-four weeks.

Standards and Indicator

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading Literary Texts

- 7.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- 7 RL 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Informational Texts

- 7.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

7 RI 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

7.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

7 W 2.1 Write informative/explanatory texts that:

- a. introduce a topic clearly, previewing what is to follow;
- b. use relevant information from multiple print and multimedia sources;
- c. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
- d. follow a standard format for citation
- e. use precise language and domain-specific vocabulary to inform or explain the topic;
- f. provide a concluding statement or section that follows and supports the information or explanation presented.

Embedded Standards/Indicators

Inquiry-Based Literacy

7.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

7.I 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

7.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

7. I 2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.

7.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

7.I 3.2 Examine historical, social, cultural, or political context to broaden inquiry.

7.I.4 Synthesize integrated information to share learning and/or take action.

7. I 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.

7. I 4.3 Reflect on findings and pose appropriate questions for further inquiry.

7.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

7. I 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.

Communication

- 7.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
- 7.C.1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
- 7.C.1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.
- 7.C.1.3 Apply effective communication techniques and the use of formal or informal voice, based on audience, setting, and tasks.
- 7.C.1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary, modify personal ideas.
- 7.C.1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.

Clarifying Notes and "I Can" Statements

Clarifying Notes

Content area integration can also be utilized to maximize effectiveness. Additionally, indicators for informational/explanatory writing, inquiry, and communication are naturally interwoven into the unit as a means for students to demonstrate their learning. While the standard indicators serve as the instructional focus, the unit's most important lessons are those of acceptance and tolerance of others. Working to end discrimination and genocide is a vital component of the study of *Elly* and supporting texts. If your school has an anti-bullying program in place, incorporating the program into the unit could be an appropriate way to make the lesson more personal.

These suggestions are only a few of the possibilities available for this unit. As the teacher, you can take into consideration the time constraints in your school, the needs of the students, and which tasks would be suitable for cross-curricular instruction. The model here lists lessons rather than days for that reason. How much time you spend on each lesson will depend on your students. This model was piloted by Anna Smith, an ELA teacher at Fairforest Middle School in Spartanburg where subjects are integrated regularly. She took into consideration which strategies her students needed and what would work best and then adjusted accordingly. It was her belief that offering teachers a comprehensive bank of materials from which they could choose would be the best way to create this unit. ([Examples of student work is included](#) in the Appendix)

The Gradual Release of Responsibility Model (Fisher & Frey, 2013) is used to guide students through an understanding of citing text evidence. The model (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students' working together, students' working in small

groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and indicator). Naturally, this format is not required, and teachers who choose to use the included strategies or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on student need.

Each strategy is focused on possible ways the teacher could help students meet the “I can” statement. Note that these are not requirements, merely suggestions based on successful classroom practice. The strategies are focused on how the skill of citing text evidence might be taught in a variety of situations. Feel free to modify or omit any of the recommendations to meet your needs. Adjustments should be made to best fit the needs of your students and school culture.

"I Can" Statements

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators. (This statement must be on everyone’s unit.)

Overarching “I Can” statement for the unit

I can use textual evidence to support my conclusions in conversation and in a written format in order to support my own understanding and that of others.

Individual “I Can” statements

- I can cite multiple examples of textual evidence to support analysis of what the text says explicitly. (7.RL.5.1, 7.RI.5.1)
- I can cite multiple examples of textual evidence to support analysis of my inferences drawn from the text. (7.RL.5.1, 7.RI.5.1)
- I can use relevant information from multiple print and multimedia sources: (7.W. 2.1.b)
- I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples: (7.W. 2.1.f)
- I can use precise language and domain-specific vocabulary to inform or explain the topic: (7.W. 2.1.k)
- I can paraphrase, quote, and summarize to avoid plagiarism: (7.W. 2.1.h)
- I can provide a concluding statement or section that follows and supports the information or explanation presented. (7.W. 2.1.m)
- I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts: (7.W. 2.1.j)

Embedded “I Can” statements

- I can formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives. (7.I.1.1)
- I can use the inquiry process to deepen my knowledge of the causation of events in a first-hand account of a historical event. (7.I. 3.2)
- I can use connections from social studies knowledge to examine historical, social, cultural, or political context to broaden my inquiry and develop a deeper understanding. (7.I.3.2)
- I can develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. (7.I.1.1)
- I can gather information from a variety of primary and secondary sources and evaluate sources for perspective. (7.I.3.3)
- I can participate in discussions, ask probing questions and share evidence that supports and maintains the focus of the discussion. (7.I.1.2)
- I can apply effective communication techniques and the use of formal or informal voice, based on audience, setting, and tasks.(7. I.1.3)
- I can engage in a range of collaborative discussions about grade appropriate topics, acknowledge new information expressed by others and when necessary, modify personal ideas. (7.I.1.4)
- I can consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue. (7.C.1.5)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

Standards-Based Essential Questions

- How do I cite evidence from the text to explain what the text says explicitly?
- How do I cite evidence from the text to support inferences I make?

Thematic-Based Essential Question

- How can we change our world based on the knowledge we have about the effects of the Holocaust?
- Can a person overcome his/her stereotypical labels to achieve his/her own greatness?

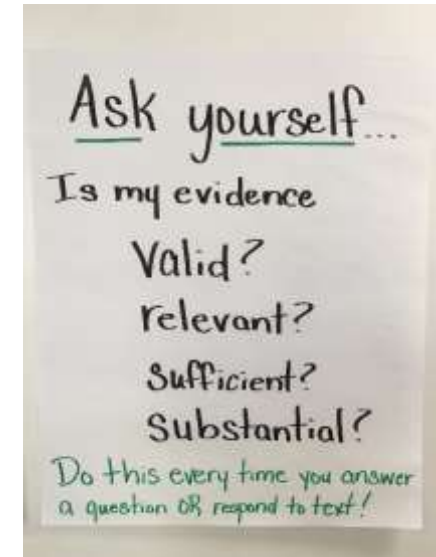
Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. For example, when you present a text dependent question to readers, ask for their supporting textual evidence rather than asking how they know. Once they understand the term “textual evidence,” then you can ask how they know. Accept only the statements that are answered by, “I know because the textual evidence is...”, or “The author explicitly states... ”.

Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. For example, Johnny should be able to say, “The textual evidence to support my statement can be found in paragraph three when the author says...” The rationale behind this is two-fold: 1) It prepares students for academic conversations in future years. 2) Test language will be less daunting because the language is familiar and comfortable.

An anchor chart is an excellent way to provide students with the language to discuss the text.

cite
relevant
credibility
textual evidence
analysis
explicit
inference
explanatory
transitions
format
precise
establish
tone
authentic
plagiarism



(Smith, L 2016)

Prior Knowledge

The content students need to know for citing textual evidence prior to their current grade level:

- Ask 5W type questions, as well as literal and inferential questions, to demonstrate understanding.
- In third grade, they learned to refer explicitly to text to support inferences and conclusions.
- In fifth grade, they learned to quote from the text to support inferences and conclusions.
- In sixth grade, students learned to cite the text used to support reasoning.

In previous grades, students learned to make predictions before and during reading and to confirm or modify thinking.

Note:

While these skills have been taught before, some students may need extra support through scaffolding and mini lessons. Struggling

readers will most likely need more instruction on asking questions, making predictions, and citing text evidence in collaborative conversation before being assessed on their ability to write a text dependent analysis.

Subsequent Knowledge

The content connected to subsequent grade levels for the standard on citing text evidence:

In eighth grade, students will learn to cite the evidence that most strongly supports an analysis of the text. In eighth grade, students will choose a topic for a well-planned argument paper. They will be required to use reliable sources to find facts and evidence in support of the stance they take.

Students will continue to make predictions before and during reading and to confirm or modify thinking.

Potential Instructional Strategies

This unit was designed to be used with the gradual release model of instruction. Each of the following strategies can be taught using the model (Fisher & Frey, 2013). Traditionally, the teacher think-aloud is the starting point for the gradual release model. Sometimes referred to as “I do, we do, you do,” this model proposes a plan of instruction that includes teacher think-aloud/modeling/demonstration (I do), guided practice (we do), and independent practice (you do). The model gradually releases students to a level of independence where students rely more on themselves and less on the teacher to demonstrate their learning. Helpful links and information about research-based practice using the gradual release model can be found in the Resource section of the unit.

Important Note: Though the teacher think-aloud is traditionally used first, for the purpose of this unit, Socratic Seminar will be the introductory activity. Putting this activity into immediate practice will be a more effective introduction than a formal lesson would be. The rationale for this strategy is three-fold: 1) Socratic Seminar will be used for formative assessment throughout the unit and should be introduced to students at its onset. 2) Introducing Socratic Seminar to students, especially to those uncomfortable with speaking up in class, will whet the appetites of struggling readers and those learners who need more incentive to engage. 3.) Introducing Socratic Seminar first will give learners practice with the skills of academic discussion prior to receiving a grade. Students will become comfortable with the process, the rubric, and the expectations in a more low-risk environment. By following this process, the teacher will ensure a more positive outcome and less frustration for all involved.

Socratic Seminar

A Socratic Seminar enables students to gain a deeper understanding of ideas and values in a text. Students question and examine issues and principles related to the text and articulate different points-of-view. The shared inquiry assists students in constructing meaning through analysis, interpretation, listening, and participation. Students will participate in this shared inquiry, posing questions to their classmates, answering questions by citing text evidence, and thinking critically about the text. More information, including helpful links about Socratic seminar, is located in the Resources section. You may choose to use the [*Elly: My True Story of the Holocaust Socratic Seminar Guide PowerPoint*](#) of potential questions located in the Appendix.

Introducing Socratic Seminar and Hooking the Reader

Introductory Lesson/Activity

Introduce Socratic Seminar by explaining that it is a form of academic discussion among peers that adds depth to understanding and enriches comprehension through collaboration. Explain the expectations for academic discussion, and introduce the rubric (see Assessments section) you will be using to assess students. The [*Elly: My True Story of the Holocaust Socratic Seminar Guide*](#) [PowerPoint](#) is available in the Appendix to guide you through this lesson and subsequent Socratic Seminars. The first three slides are devoted to this activity. Finally, you will set the purpose for reading the Foreword and Afterword of the novel through a guiding question. If you are not using the same novel, you can adapt the lesson by creating a Power Point based on the novel of your choice. This sequence of reading was chosen to hook hesitant readers by introducing two characters they know very little about and stopping at that point. Most will want to know more about the characters, and making them wait for more information will increase that curiosity. The next lesson will step away from the novel to continue that strategy and build some background knowledge.

Sequence to Introductory Lesson

1. Explain Socratic Seminar
2. Outline the expectations
3. Introduce the rubric (possible link below)
4. Answer student questions and address concerns
5. Launch the novel by setting a purpose for reading
6. Host the first discussion in Socratic Seminar

Note:

The first time Socratic Seminar is used, the teacher will be primarily responsible for generating the conversation and keeping it going. Through gradual release and student practice, the students will do more of the talking, and the teacher will move into the role of facilitator. Links to rubrics and checklists can be found in the Assessment Tasks section of the unit.

Teacher Think-Aloud Using Informational Text

Modeling is teaching by thinking aloud in the first person, revealing your strategic thinking process to your students. When teachers reveal step-by-step the exact thinking process they use, students acquire an effective strategy to apply to the task at hand. Students need to know that strategic thinking is necessary to “figure things out” for teachers, as well as students. Modeling helps teachers deepen their awareness of their strategic thinking processes and use this heightened awareness to intentionally plan for modeling in lessons (Harvey and Goudvis, 2007). This process will work with all genres and will be used multiple times throughout the unit. More information, including helpful links, can be found in the Resources section of the unit.

Teacher Modeling of the Analytical Reading Process Through Close Reading

The modeling of close reading incorporates the Think Aloud (Conner, J. 2004) and Gradual Release Models (Fisher & Frey, 2008) while teaching the close reading process (Boyles, 2012). Students can learn to annotate texts by watching the teacher modeling with a piece of writing. More information including helpful links can be found in the Resources section of the unit.

Students can learn to annotate texts by watching the teacher model a piece of writing on the Smartboard, document camera, or Promethean board. You can model this writing with or without the students' having a copy. If you do give them a copy, explain to them that they will be given time to write as soon as the modeling conversation is over. This explanation prevents them from missing information because they are afraid of getting behind. It also allows them to relax about the process because they are having conversations with you prior to becoming independent. When using a novel or textbook, sticky notes can be used to annotate the text. The following are suggestions as to purposes for reading, which should always be set prior to the close reading process. One or two should be used at a time. Using more will increase the cognitive load and ultimately lead to confusion about the process. For the purposes of this lesson, bulleted numbers three and four will be used.

- making predictions about a text to determine whether or not it is relevant to the topic being studied
- creating pictorial models of the text
- summarizing each chunk of text
- adjusting the process for making inferences based on genre
- adjusting the reading stance based on genre type
- determining the author's purpose
- determining text organization and structure
- using comprehension strategies, such as asking questions or determining meaning of unknown words

Building Skills and Background Knowledge

Learning Targets:

- **I can cite multiple examples of textual evidence to support analysis of my inferences drawn from the text. (7.RI.5.1)**
- **I can formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives. (7.I.2.1)**

Guiding Questions:

- How do I justify my answer when information is implied rather than stated explicitly?
- How do I approach more difficult texts strategically in preparation for discussion or writing?

Note:

Because this lesson has two substantial learning targets and essential questions, it will most likely stretch out over two days. The informational text selected is most likely below reading ability for the majority of your learners, but the focus is more on the procedures and skills than on comprehension. The shorter piece of text makes it easier to model your expectations. The learning will focus on how to approach texts through close reading and analysis of questions. If these skills are not new to your students, you can feel free to use more difficult texts.

Procedure: Use the Promethean Board, Smart Board, or document camera to model the reading process, including the text dependent questions that may accompany the text. Decide ahead of time whether you want the students to pay attention to the questions first or read the entire text first, then move on to questions. In the example, the teacher models reading the questions first in order to analyze what is required. For this activity, you can use passage from *A Child in Hiding*, which can be found at <http://www.readworks.org/passages/child-hiding> along with the question set from ReadWorks.org (Harte, 2012).

Sequence for Think Aloud

1. Explain to students you will be doing a think-aloud where they will be able to see how your “reading brain” works.
2. Use pre-reading strategies such as reading the title and making a prediction. Look at the vocabulary prior to reading to see what you notice, generate some questions you want answers to, and finally, activate your schema for what you already know about the topic. This information can be written down on the document if you have the option to annotate over desktop, or it can be documented on an anchor chart. The teacher may browse the article prior to reading it.
3. Read through the first question in the set. Analyze it by noticing that all of the answers are genre choices. Reinforce that proficient readers do not skim and scan once they know the questions but take their time to read carefully and avoid being tricked. Continue to analyze each question in this fashion. The author is asking for an inference as the answer for number two; therefore, the answer is “does not say directly.”
4. Ask students to analyze questions 3 and 4 for the same purpose. Have them underline the keyword(s) that allow them to understand how to approach each question. In this case, all of the questions are inferential. Having this discussion is the most important part of the lesson and may require the most attention during the think-aloud.
5. Model how to not only locate the correct answer but how to rule out the incorrect ones.
6. After completing the question analysis, model how to read closely.

Sequence for Modeling Close Reading Portion of the Text

1. First, chunk the text into more manageable portions such as each Q & A.
2. Draw lines to separate and number the chunks.
3. Then, model purposes three and four from above to complete in the left and the right margins. For example, usually begin with a one sentence summary in the left margin and an inference in the right margin.
4. Once students are comfortable with this activity, prompt them to do one or two in groups, depending on the difficulty of the text. Then have students complete one section independently.
5. Finally, have them complete the question set, following their close reading of the text.

Note:

At this point, the teacher can have students practice in groups or independently with a slightly more difficult informational text or interview related to the content of the novel. One example of a slightly more difficult text and question set is *Escape from Kiev* <http://www.readworks.org/passages/escape-kiev-0> (Torek, 2012). The teacher should only use questions one-five because text dependent sentence starters have not yet been introduced. Again, if this skill is something that has already been taught, the teacher should use his/her own discretion about which questions to assign.

Formulate Questions That Lead to the Analysis of the Meaning of the Text

Though asking questions is an integral component of close reading, teachers can go further by teaching students what kinds of questions to use when delving deeper into the text. Interpreting a text critically requires students to be discerning readers who question what they read, think about what the author wants them to believe, and decide whether the author's views are valid. Solidifying this skill in seventh grade will lead to more success in 8th grade argument writing. Struggling readers often do not realize that they have the ability to ask questions. Even advanced readers are usually content to let the teacher ask all of the questions. Guiding students toward self-generated questions before, during, and after reading will make them stronger readers with better comprehension skills and increased levels of motivation. Ultimately, teachers should guide students to drive their own learning through collaborative discussions, using self-generated questions as a guide. More information, including helpful links, can be found in the Resources section of the unit.

Diving into the Novel

Learning Target: I can develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. (7.I.1.1)

Guiding Question: How can I use questioning techniques to better understand what I am reading?

Process

Begin by guiding students to ask the following questions while reading. Ultimately, they need to be able to discuss texts, using these as student-led discussion prompts. The students will become more aware of author's purpose, text structure, differentiating theme and main idea.

- What is the author trying to tell me?
- How does the author's organization help me to determine what is important?
- What do I know about the characters so far?
- What was the author's purpose for creating this piece? to inform, persuade, or entertain?
- What is the overarching theme to this piece so far?

Sequence for Questioning While Reading

1. Activate prior knowledge by creating an anchor chart listing some of the facts students already know about the Holocaust.
2. Begin the novel by reading the chapter *Miracles Helped Me Survive* and doing a Think Aloud, asking some of the questions from above. This beginning activity will model what you want students to continue to do as they read. These questions and more should continue to be revisited to see if their thinking has changed.
3. Break into small groups to read the following chapters and have students answer some of these questions or create their own. This lesson may also generate some inferences about the character. If so, you will begin to see where students are in terms of inferencing skills.
 - *I Went to kindergarten*
 - *My Hometown*
 - *My Only Doll*
 - *My First Dancing Class*
 - *A Cold and Icy Day*
 - *My Only Brother*

*chapters are between 2-3 pages each

4. Come back together as a class for share time. Allow students to discuss their answers as well as some they generated on their own.

Note:

Students will now have the skills to use questioning techniques in close reading of text with annotations.

Modified Double Entry Journals

The following is a modified version of the double entry journal (Ruddell, 2008). The modified double entry journal is a strategy to engage students with passages from the text in a less formal written format. The word “modified” indicates that the double entry journal strategy has been slightly altered for a specific reason. In the example included, students are provided with a quote and are asked to make connections to social studies or science. The rationale behind these specific quotes is to enhance the Socratic Seminar discussions included in this unit. Students are also prompted to respond to the quote with their own thoughts and reactions. However, teachers can also use a more traditional approach such as having students pick passages and respond. In the gradual release model, students can be guided toward independence in creating their own double entry journals (DEJs). More information, including helpful links, can be found in the Resources section of the unit. Four possible DEJs intended for use with the novel are located in the Appendix. ([Double Entry Journal 1](#), [Double Entry Journal 2](#), [Double Entry Journal 3](#), and [Double Entry Journal 4](#))

Providing Sentence Starters for Citing Text Evidence

When students are asked to use evidence from the text to support their thinking, encourage them to use “sentence starters,” a transition word or phrase, to tie the quote, summary, or paraphrase into the rest of their answer. This word or phrase can be introduced in conversation first and then transitioned into both Socratic Seminar and/or student writing through answering text dependent questions, and then finally into creating text dependent analysis responses.

This is one example of an anchor chart created with students about sentence starters. It is not an exhaustive list.

According to the author, “...”

According to the text, “...”

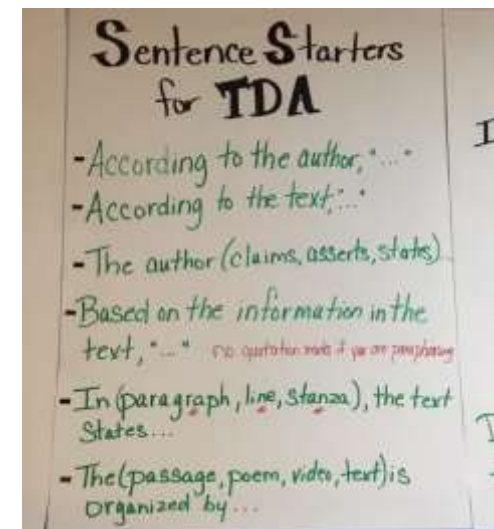
The author (claims, states, asserts)...

Based on the information in the text, ...

In paragraph __, the text states, “...”

In paragraph __, the text says... (paraphrase)

The (passage, poem, text, article, editorial, video) is organized by...



(Smith,L, 2016)

In chapter ____, the character said, “...”

Delving Deeper into the Author’s Words

Learning Targets:

- **I can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.5.1)**
- **I can use connections from social studies knowledge to examine historical, social, cultural, or political context to broaden inquiry and develop a deeper understanding. (7.I.3.2) *Guided Practice DEJ***

Guiding Questions:

- How can I use the author’s message and my prior knowledge of the Holocaust to develop a deeper level of understanding?
- How can I use what I know from my current reading to generate my own questions for research?

In this sample lesson, students will use their DEJs to respond to quotes from the author, Elly Berkovitz Gross. The DEJ allows students to think more deeply about what they read and confidently share their observations, opinions, feelings, reactions, and to ask questions about the text they are reading. Students will make cross-curricular connections to events in the novel by responding to quotes, using science and social studies content area knowledge, and citing text evidence to support those connections. Examples of potential quotes from the novel and a rubric are included in the resources. The sentence starters give the students the language to justify their thinking during Socratic Seminar. The reason for introducing this practice at this point is to illustrate the different registers of language used for different tasks. For example, Socratic Seminar requires a more formal language than the DEJ, which allows them to use complete sentences but in a less formal way.

Sequence for Using Sentence Starters

1. Create the anchor chart with students listing some possible sentence starters for justifying text.
2. Model the process by posing a question, such as, “Did Elly Gross have what seemed like a normal life in her early childhood?” The students may respond with a resounding YES. Have them use a sentence starter such as, “According to the author, her childhood was normal because she went to dance classes, kindergarten, and had a brother.” On the other hand, they may disagree among themselves and say NO. In that case, have them justify their ideas with examples from the text. You can experiment with different sentence starters where you ask them to state the page number or chapter where they found their answer. This activity provides more preparation for Socratic Seminar than anything else. The goal is for them to begin transitioning from the formal language in the Socratic Seminar to emotional reactions in the DEJ activities.
3. Once you feel certain they are ready to practice, you can move on to the Double Entry Journal portion of the lesson.

Sequence for Introducing DEJs

1. Introduce the procedure by distributing the [DEJ #1](#) and the [Double Entry Journal Rubric](#). Both can be found in the Appendix. Students should be given the opportunity to ask questions about the rubric to ensure they understand the expectations. Take this time to explain the difference in language for this activity.
2. Allow students adequate time to complete the DEJ by perusing the novel and rereading parts of the prior lesson's text. Another option is to have students complete the first DEJ in a small group and use the next one for independent work.

Next Step in Reading the Text

1. Now that students have reflected on the previous text and made cross-curricular connections, they are ready to move forward in the text.
2. Discuss some of the events that took place worldwide during the 1930's. Students will be familiar with the history from their 5th grade and current social studies classes. Having this conversation prior to reading will prepare them for the next close reading and DEJ and help them make connections during reading.
3. Break students into small groups and have them read the following questions and make connections, draw inferences, and/or ask questions on sticky notes.
 - *The Storm That Struck Europe*
 - *Hungarian Invasion*
 - *The Tenant Accused Me*
 - *My Dear Daddy*
4. Come back together as a class for share time. Allow students to discuss the questions on the sticky notes, as well as any other questions they may have thought of.
5. Revisit some of the questions you modeled previously. Ask the students if or how their thinking may have changed.

More Text and Some Independent Practice

Learning Targets:

- **I can use connections from social studies knowledge to examine historical, social, cultural, or political context to broaden inquiry and develop a deeper understanding. (7.I.3.2) Independent Practice DEJ**
- **I can gather information from a variety of primary and secondary sources and evaluate sources for perspective. (7.I.3.3) Comparison of close reading of Nuremberg Laws, audio visual component The Star, and Elly**

Guiding Questions:

- How can I use the author's message and my prior knowledge of the causes of the Holocaust to develop a deeper level of understanding?
- How can I use multiple sources of information to form a deeper understanding of the topic?

Sequence of Lesson

1. Use [DEJ # 2](#) found in the Appendix to open class. Students have had guided practice now and should be able to complete the task independently. Allow them to use the book for rereading if necessary.
2. Use the close reading strategy process from the prior lesson to read the Nuremberg Laws (https://www.teachervision.com/tv/printables/TCR/1557342105_66-67.pdf). Teachers are strongly cautioned to use their own discretion for Law II. If needed, create a separate document and leave that one out.
3. Questions can be found at https://www.teachervision.com/tv/printables/TCR/1557342105_66-67.pdf. Sentence starters can be used to begin answers. Decide whether this will be a class discussion time or a written response time.
4. Follow up with an audio visual component, The Star--Curator's Corner video (<https://www.youtube.com/watch?v=xVVuGQw4ZcQ>)
5. Break into small groups to read the following chapters and have students relate the events in the story to the Nuremberg Laws and the video. This work can be done on paper or sticky notes.
 - *Miss, Did a Star Fall on You?*
 - *The Knife with a Pearl Handle*
 - *Why I Did Not Say, "Mommy Please Come with Me?"*
6. Conclude the lesson with a class discussion of how the Nuremberg Laws helped to enforce Hitler's Final Solution. This discussion could also be used as a prompt for a quick write.

Continuing with the Novel & Revisiting Socratic Seminar

Learning Targets:

- I can use connections from social studies knowledge to examine historical, social, cultural, or political context to broaden inquiry and develop a deeper understanding. (7.I.3.2) *Independent Practice DEJ*
- I can participate in discussions, ask probing questions and share evidence that supports and maintains the focus of the discussion. (7.C.1.2)
- I can apply effective communication techniques and the use of formal or informal voice, based on audience, setting, and tasks. (7.C.1.3)
- I can engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and, when necessary, modify personal ideas. (7.C.1.4)

Guiding Questions:

- What are the guidelines for sharing my ideas during a conversation?
- How do I handle the situation if I disagree with someone's point of view?

Sequence of Lesson

1. Open lesson with [DEJ # 3](#).
2. Break into small groups or use teacher read aloud to read the following chapters.
 - *How Did My Mother Die?*
 - *Symphony Music in Birkenau*
 - *Shower in Birkenau*
 - *The First Food in Seven Days*
 - *In Birkenau, Miri Saved My Life*
3. Use Socratic Seminar labeled After Reading *How Did My Mother Die?* Remind students of the guidelines, and once again distribute the rubric.

Learning Targets:

- I can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7 RI 5.1)
- I can use a primary source photo essay to further support my inferences and justify my answers. (7.I.3.3)

Guiding Question: How can I combine the information from multiple sources to support my thinking?

Sequence of the Lesson

1. Use close reading strategy to read *Life Under the Nazis* <http://www.readworks.org/passages/life-under-nazis>. Explain to students that many Jews were rounded up and taken to ghettos prior to being sent to camps. Lodz was such a place.
2. Another option is to break students into groups to close read sections and report findings to others.
3. The comprehension questions are optional but could be used as question analysis if more practice is needed.
4. Introduce students to the audio visual component, *Lodz Ghetto* slide show by Henryk Ross (<https://www.agencevu.com/stories/index.php?id=213&p=139>)
5. Close the lesson with a discussion about how these two components relate to the novel.

Research Question Generated from Reading

Learning Target: I can develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. (7.I.1.1)

Guiding Question: How can the questions I generate lead me to inquiry based research?

Sequence of Reading & Research

1. Students should read the following chapters with the purpose of asking, “What am I wondering now?”
 - *Roll Call in Birkenau*
 - *Wrong Place, Wrong Time*
 - *A Slice of Bread and a Drop of Water*
 - *Jews from Czechoslovakia*

- 2 Conduct research on Theresienstadt. Ask the students, “Where did the inmates from the last chapter go?” or allow them to generate and answer that question.

Passing Notes to Gain Understanding (Optional)

Passing Notes can be done in different ways. Regardless of the way you choose, students should understand the requirements for the writing. For example, how long do you want the writing to be? Most agree that one paragraph is a suitable length. Decide on any other parameters, such as grammar, spelling, and neatness. How important are these things to you? Whatever guidelines you choose should be posted for students to access any time you use this activity. Helpful links for exploring this strategy can be found in the Resources section of the unit.

Learning Target: I can consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue. (7.C. 1.5)

Guiding Question: How can I use the thoughts and opinions of others to build my own knowledge?

Procedure Choices:

- A. First, you can select a powerful passage from a text and ask students to respond to the quote in writing. Each person can add to what was originally written by adding new information or by paraphrasing what was written.
- B. After reading, students do a quick write of one or two sentences and then pass it on to the next person. The next person can agree/disagree and add more information. Then the note gets passed on to a third person.
- C. You can use powerful poetry to generate note passing responses.

Holocaust Poetry Integration

“I Never Saw Another Butterfly” Children’s Drawings and Poems from the Terezin Concentration Camp, 1941-1944 edited by Hana Volavkova,

http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr6/blms/6-2-4b.pdf

Many poems can be found on this website:

“First They Came for the Jews” by Martin Niemöller

<http://www.poemhunter.com/poems/holocaust/page-1/41526548/>

Returning to Elly & Socratic Seminar

Learning Targets:

- **I can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.5.1)**
- **I can participate in discussions, ask probing questions, and share evidence that supports and maintains the focus of the discussion. (7.I.1.2)**
- **I can apply effective communication techniques and the use of formal or informal voice, based on audience, setting, and tasks. (7.I.1.3)**
- **I can engage in a range of collaborative discussions about grade appropriate topics, acknowledge new information expressed by others and, when necessary, modify personal ideas. (7.I.1.4)**

Guiding Question: How can I use evidence from the text to support my opinions when contrasting chapters within one text?

Sequence of the Reading

1. Read the following chapters:
 - *Daily Selection on Roll Call*
 - *We Were Naked*
 - *Misery Changes Human Behavior*
 - *A German Meister Brought Me Salt*
2. Use [slide #7 from the Socratic Seminar PowerPoint](#) to have students contrast the two chapters listed.
3. Use rubric to assess students.

Completing the Novel

Learning Target: I can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.5.1)

Guiding Question: How do I use informational writing to explain Elly's quote about the Nazi cover up

Sequence of the lesson

1. Small group reading:
 - *My First Craft in Fallersleben*
 - *The Factory Complex*
 - *The Oppressed Revolted*
2. Use [DEJ # 4](#) to complete all double entry journals.
3. Teacher read aloud
 - *Allied Soldiers*
 - *We Got Our Freedom*
 - *I Discover A Heartbreaking Truth*
 - *My Husband's Story*
 - *Our First Work*
 - *Going to College*
4. Close with the last slide of Socratic Seminar.

Possible Extensions for Learning (all optional)

News Articles and Interviews Related to Elly Gross

Holocaust Survivor Tells Her Story at Cardozo HS

http://www.timesledger.com/stories/2016/8/cardozospeech_2016_02_19_q.html

USA: Compensation Demanded For WWII Slave Labourers

<https://www.youtube.com/watch?v=H2oEsQOXZK4>

Holocaust Survivors Sue for Wages-- Volkswagen, BMW, Others Named In Suit

<http://community.seattletimes.nwsources.com/archive/?date=19980831&slug=2769361>

60 Minutes Interview About Lawsuits

<https://www.youtube.com/watch?v=Hx9e0Q0u7zY>

Holocaust Suits Target Companies

http://articles.chicagotribune.com/1998-09-01/news/9809010100_1_slave-laborers-german-companies-nazi-gold

Potential Assessment Tasks

Modified Double Entry Journal (7.RL.5)

In both journal entries, students use a quote from the text to make social studies or science connections to the novel or to respond personally. Both quotes will help build a foundation for the extended response listed below. The [Double Entry Journal Rubric](#) is included in the Appendix and should be distributed to students at the same time as the assignment. The rubric can be modified to fit the needs of your learners. The quote can be changed should the teacher decide to use a different novel or short story. Teachers may also elect to ask students to pick a passage particularly meaningful to them.

Socratic Seminar Discussions (7.C.1, 7.I.2 & 7.I.5)

Students can respond and discuss critical thinking questions to solidify understanding of concepts. Teachers use a gradual release model to introduce and eventually give over control of discussions. In time, students will begin to formulate their own questions for discussions, creating a rich environment for inquiry based learning and student driven instructional opportunities. This progression is an excellent way to formatively assess students' understanding.

Potential Rubric for Assessment of Socratic Seminar (Analytic Rubric)

<http://www.greececsd.org/district.cfm?subpage=497>.

Potential Checklist for Peer/Self/Teacher Assessment of Socratic Seminar [PDF]

http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf

Text Dependent Question Practice (7.RL.5 & 7.RI.5)

Text dependent question practice is vital prior to extended response writing. As in class discussions where students are asked to cite text evidence (explained in the Potential Strategies section of this unit), only answers beginning with the sentence starters should be used until students are adept enough at creating their own language of text evidence. Using guided practice and gradual release with questions will support students through the writing process. Points per question can be assigned in lieu of a rubric, giving students only one paper to concentrate on at this stage. For example, if there are ten questions, five points can be assigned for each use of a sentence starter and the other five for each answer, giving students at least partial credit and decreasing the fear of writing for struggling students. Teachers should also require complete sentences for every answer as this is practice for extended response text analysis writing. Since there are multiple types of text dependent questions that require several reading skills, it is strongly advised that teachers become familiar with and understand the types when constructing questions. More information about creating text dependent questions can be found in the Resource section of the unit.

Example of text dependent question for literary text:

Using evidence from the text, discuss how Elly Berkovits Gross feels about the decisions she made during her ordeal in the Holocaust.

Example of text dependent question for informational text:

In the ReadWorks® article, *Escape from Kiev*, Abram Shlyapnikov quotes his mother. How would you describe her as a mother? Use evidence from the text to justify your answer.

Character Analysis (7.RL.5 & 7.C.1)

Students use dictionary.com to look up adjectives that describe the characteristics of persons in a text and match them to the appropriate person. Evidence should be provided to justify each choice. After completion of each character description, students will share ideas with each other to clear up confusion felt by any class members. Communication among peers will also enrich conversation skills through sharing ideas, and defending evidence, all of which are vital in text dependent analysis. Character analysis activities assist in vocabulary development and can provide students with better word choice for writing extended responses. One example of a character analysis activity is included in the Appendix ([Character Analysis Organizer](#)). The activity can be modified to fit any novel or written piece and has been tested and proven effective with struggling readers. An editable version of the rubric ([Character Analysis Rubric](#)) is also included in the Appendix.

Text Dependent Analysis Extended Response (7.W.2)

Students use a scaffolded version of writing in response to a text dependent question. An example of scaffolded writing is included in the Appendix ([RACES Extended Student Response Organizer](#)). This version can easily be used as a launching point for a formal writing assignment when used as a graphic organizer. The current state rubric can be used to assess the students' writing, or a teacher created rubric can be designed to meet specific needs of students (http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf).

Regardless of the choice of rubrics, the students should be given the rubric when writing is assigned.

RACES (Restate/Answer/Cite/Explain/Summarize)

RACES is an acronym for a process which helps students cite textual evidence to support their answers to text-dependent questions (Boreno, D., & H. Young). The strategy allows students to understand how to use part of the question to begin an explanation and use evidence to support their answer. Using this helpful strategy will provide the necessary foundation for the demands of text dependent essay writing later in the unit. This activity can be scaffolded by the provision of teacher modeling, answering in partnership with another student, and then moving to independence. Students should be introduced to the rubric at the onset of the use of the strategy

and receive feedback throughout the process in order to improve writing skill. A rubric has been provided in the resources, but can be adapted to fit the needs of the students. A [RACES Rubric for Constructed Response Questions](#) can be found in the Appendix of the unit.

Resources

Helpful Links for Using the Gradual Release Model

Supporting Comprehension Strategies for English Language Learners: Gradual Release

<http://www.readwritethink.org/professional-development/strategy-guides/supporting-comprehension-strategies-english-30106.html>

Article written by Douglas Fisher about the effectiveness of the practice

https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

TeachingChannel: Improving Practice

<https://www.teachingchannel.org/videos/improving-teacher-practice>

TeachingChannel: Gradual Release of Responsibility

<https://www.teachingchannel.org/videos/gradual-release-of-responsibility>

TeachingChannel: Catch and Release: Encourage Independence

<https://www.teachingchannel.org/videos/effective-teaching-technique>

Strategic Lesson/Learning Plans

<http://teacher.depaul.edu/Documents/GuidetoPlanningLessonswithGradualReleaseofResponsibility.pdf>

Gradual Release Planning Template

https://www.adams12.org/files/dms/Microsoft_Word_-_Gradual_release_template.pdf

Helpful Links for Socratic Seminars

Structure talk: Socratic Seminars

<http://liketoread.com/socraticseminars.html>

AVID Socratic Seminar

<http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf>

Socratic Seminars

<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

Teaching Channel: *Socratic Seminars: Patience and Practice*

<https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

Facing History and Ourselves: Socratic Seminar

<https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

Helpful Links for Using Think Alouds

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies (page 8)

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

Think-Alouds

http://www.readingrockets.org/strategies/think_alouds

All About Adolescent Literacy: Think- Alouds

<http://www.adlit.org/strategies/22735/>

TeacherVision: Think-Aloud Strategy [video]

<https://www.teachervision.com/skill-builder/problem-solving/48546.html>

Structure talk: Think-Aloud

<http://liketoread.com/thinkaloud.html>

Helpful Links for Close Reading

iTeach. iCoach. iBlog: *Five close reading strategies*

<http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Text Complexity: Raising Rigor in Reading

<http://www.readwritethink.org/professional-development/professional-library/text-complexity-raising-rigor-31025.html>

Helpful Links for Questioning the Text or Author

Question the Author (QtA)

<http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html>

Adolescent Literacy: Question- Answer Relationship (QAR)

<http://www.adlit.org/strategies/19802/>

*Struggling readers may benefit from the QAR strategy for asking questions prior to attempting close reading. This strategy is really best suited to emergent readers in upper grades and may not be necessary for students of middle range reading. Teacher discretion is the best way to judge the best use of this strategy.

Guided Comprehension: Self-Questioning Using Question-Answer Relationships

<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-self-questioning-227.html>

Helpful Links about Double Entry Journals

This link provides further explanation of the strategy and its benefits.

<http://www.adlit.org/strategies/22091/>

Possible templates for DEJ

<https://www.teachervision.com/graphic-organizers/printable/48390.html>

<http://www.adlit.org/pdfs/strategy-library/doubleentryjournal.pdf>

Passing Notes

TeachingChannel: Passing Notes to Exchange Ideas

<https://www.teachingchannel.org/videos/passing-notes-teaching-strategy>

Potential Novels for Study

- *The Boy in the Striped Pajamas* by John Boyne
- *The Book Thief* by Markus Zusak
- *Number the Stars* by Lois Lowry
- *Devil's Arithmetic* by Jane Yolen
- *The Hidden Girl: A True Story of the Holocaust* by Lola Rein Kaufman and Lois Metzger
- *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust* by Jacob Boas
- *Prisoner B-3087* by Ruth Gruener, Jack Gruener, and Alan Gratz
- *Yellow Star* by Jennifer Roy

Informational Books

- *Surviving Hitler: A Boy in the Nazi Death Camps* by Andrea Warren
- *The 10,000 Children That Hitler Missed: Stories From the Kindertransport* by Lori Greshler and Michele Decoteau
- *The Hidden Children* by Howard Greenfield and Terry Seng

Science Integration: Create a Holocaust Museum to Educate Others (Inquiry Standards, Social Studies, Science Standards)

A cross-curricular unit could include the construction of a student-created museum. The science behind Hitler's Final Solution could be explained through models, written explanations, and documentaries. For example, the malnutrition of concentration camp victims caused damage to the heart and lungs. Creative writing can also be used as a part of the museum artifacts. An example of such a museum is located in the resource folder. A more comprehensive explanation can be found on the school's webpage, listed in the pictures. Various domain specific rubrics were used during the construction of the museum.

Teachers are strongly cautioned about internet research. Students may find inappropriate and disturbing images and information if phrases such as "Nazi medical experiments" are typed in. Teachers may prefer to create a website that avoids the most graphic information.

Impact of Malnutrition on Health Development

<http://www.orphannutrition.org/understanding-malnutrition/impact-of-malnutrition-on-health-and-development/>

Effects of Malnutrition on the Body

<http://www.livestrong.com/article/491403-effects-of-malnutrition-on-the-body/>

For Further Professional Development:

Creating Your Own Text-Dependent Questions

<http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html>

This professional development article will guide you through the process of selecting literary texts for close reading and subsequent text dependent analysis.

Engaging the Adolescent Learning: Text-Dependent Questions

http://www.dcc-cde.ca.gov/documents/Anita%20Archer%20-%202013/ETAL_-Text-Dependent_Questions.pdf

This article will assist you in evaluating and creating text dependent analysis activities.

Grade 7: Informative/Explanatory Writing: Prove It
Socratic Seminar PowerPoint

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open

Grade 7: Prove it with evidence from our past
Socratic Seminar
2016

Elly
My True Story of the
Holocaust
written by Elly Berkovits Gross



Grade 7: Prove It With Evidence From Our Past
Double Entry Journal 1

Respond to the quote using facts you know from the Holocaust unit of study in your social studies class in the **Connection** section. Then write your **Response** to the quote based on those facts paired with the writer's quote. Your work will be graded using the Reader Response Rubric.

Quote	Connection	
<p>“Grandmother loved me a lot, but she never gave me a gift. In the 1930s, few people could spend money on presents. Families could not buy gifts or toys. They were satisfied to make ends meet. We children created our toys from wild chestnuts, matches, beans, ropes, strings, wildflowers, and stones.” (page 12)</p>		
	<table border="1"><thead><tr><th data-bbox="800 1098 1425 1157">Reaction</th></tr></thead><tbody><tr><td data-bbox="800 1157 1425 1736"></td></tr></tbody></table>	Reaction
Reaction		

Reference Cited:

Classroom resources. (n.d.) Retrieved June 13, 2016, from

<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>

Grade 7: Prove It With Evidence From Our Past
Double Entry Journal 2

Respond to the quote using facts you know from the Holocaust unit of study in your social studies class in the **Connection** section. Then write your **Response** to the quote based on those facts paired with the writer's quote. Your work will be graded using the Double Entry Journal Rubric.

Quote	Connection
<p>“Those who were born in the late 1920s or early 1930s missed the prior, worry-free life before the Second World War. But Europe’s problems began much earlier, even before World War I. Many people died during that war, and life afterward was difficult. There was a depression. Whose fault was it? It was easier to blame a group of people.” (page 20)</p>	
	Reaction

Reference Cited:

Classroom resources. (n.d.) Retrieved June 13, 2016, from

<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>

Grade 7: Prove It With Evidence From Our Past
Double Entry Journal 3

Respond to the quote using facts you know from the Holocaust unit of study in your social studies class in the **Connection** section. Then write your **Response** to the quote based on those facts paired with the writer's quote. Your work will be graded using the Double Entry Journal Rubric.

Quote	Connection
<p>“In my life, tragedies poured on me. I was robbed of my father at age thirteen. When I was fourteen, he perished in a forced-labor camp. When I was fifteen, my mother and brother were taken from me. Was I selfish by not speaking up at that moment? By not saying, ‘Mommy, try to come with me’? You, Reader, be the judge. Did I do wrong?” (page 34)</p>	
	Reaction

Reference Cited:

Classroom resources. (n.d.) Retrieved June 13, 2016, from

<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>

Grade 7: Prove It With Evidence From Our Past
Double Entry Journal 4

Respond to the quote using facts you know from the Holocaust unit of study in your social studies class in the **Connection** section. Then write your **Response** to the quote based on those facts paired with the writer's quote. Your work will be graded using the Double Entry Journal Rubric.

Quote	Connection
<p>“In my life, tragedies poured on me. I was robbed of my father at age thirteen. When I was fourteen, he perished in a forced-labor camp. When I was fifteen, my mother and brother were taken from me. Was I selfish by not speaking up at that moment? By not saying, ‘Mommy, try to come with me’? You, Reader, be the judge. Did I do wrong?” (page 34)</p>	
	Reaction

Reference Cited:

Classroom resources. (n.d.) Retrieved June 13, 2016, from

<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.ht>

Grade 7: Prove It With Evidence From Our Past

Double Entry Journal Rubric

Elly: My True Story of the Holocaust

4	3	2	1
I provided all information including a connection related to the quote and my reaction to the quote. My answer was substantial .	I provided most of the information including a connection related to the quote and my reaction to the quote. I answered the question but the answer was not substantial .	I left out either the connection related to the quote, or my reaction to the quote. The 1 answer I did provide was substantial .	I either left out both the connection and the reaction , or I did not use a substantial amount of information for either one.
I effectively used at least two examples of domain-specific words correctly in my connection.	I effectively used at least one example of domain-specific words correctly in my connection.	I used one example of a domain-specific word, but I did not use it correctly in my connection.	I did not use any domain-specific words in my connection.
I have only 1 or no grammatical error in my sentences. My grammar does not interfere with the meaning of my writing.	I have less than 2 grammatical errors in my sentences. My grammar does not interfere with the meaning of my writing.	I have less than 3 grammatical errors in my sentences. My grammar does not interfere with the meaning of my writing.	I have more than 3 grammatical errors in my sentences. My grammar does interfere with the meaning of my writing.

Score: _____ /12

Total Points: _____ /100

Teacher Feedback:

Grade 7: Prove It With Evidence From Our Past

Elly: My True Story of the Holocaust

By Elly Berkovits Gross

Character Adjectives for Writing

A character can be...

Charismatic	Manipulative	Witty
Industrious	Gregarious	Compassionate
Devious	Persistent	Loyal
Maniacal	Defeated	Articulate
Determined	Intolerant	Sheltered
Sympathetic	Resourceful	Irrational

A character can possess...

Perseverance	A sense of justice	Determination
Arrogance	A sense of superiority	Grit
Sincerity	A sense of self-worth	Charisma
Sympathy	A sense of intolerance	Loyalty
Misery	A sense of morality	Anxiety

Grade 7: Prove It With Evidence From Our Past
Character Analysis Organizer

At the end of this unit, you will be asked to write an extended response to analyze the text. This will include strong word choice in terms of character analysis. You will use this organizer to get you started building your case. Work in a group to discuss descriptive adjectives that could be used for each historical figure. You can use more than one organizer to give you more options when you start to write.

Historical Figures	Descriptive Adjectives	Text Based Evidence
Elly Berkovits Gross		
Tiberiu A Gross		
Agneta Gross Weisz		

Grade 7: Prove It With Evidence From Our Past
Character Analysis Organizer

Historical Figures	Descriptive Adjectives	Text Based Evidence
Adolf Hitler		
The German Meister (p65)		
The Hauptscharführer (p66)		

Reference Cited:

Manis, C. (2012). Character webs. Retrieved June 13, 2016, from <http://www.dailyteachingtools.com/free-graphic-organizers.html#2>

Grade 7: Prove It With Evidence From Our Past
Elly Character Analysis Rubric

Skill	4	3	2	1
use of descriptive adjective	I used an appropriate character adjective/trait for each character.	I used an appropriate character adjective/trait for most characters but left one out or used an incorrect adjective.	I used an appropriate character adjective/trait for most characters but left two out or used incorrect adjectives.	I used an appropriate character adjective/trait for most characters but left more than two out or used incorrect adjectives.
using evidence from text	I used evidence from the text for each adjective by either quoting the author or paraphrasing the text.	I used evidence from the text for most adjectives by either quoting the author or paraphrasing the text. I either left one out or did not support the adjective strongly.	I used evidence from the text for most adjectives by either quoting the author or paraphrasing the text. I either left two out or did not support the adjectives strongly.	I used evidence from the text for most adjectives by either quoting the author or paraphrasing the text. I either left more than two out or did not support the adjectives strongly.
use of proper citation including page number and quotation related grammar	I used quotation marks, commas, and periods correctly in my evidence. I also included the page number for each answer.	I used quotation marks, commas, and periods correctly in most of my evidence, but made one grammatical mistake, or I left out one page number.	I used quotation marks, commas, and periods correctly in most of my evidence, but made two grammatical mistakes, or I left out two page numbers.	I used quotation marks, commas, and periods correctly in most of my evidence, but made more than two grammatical mistakes, or left out more than two page numbers.
communication of ideas	I engaged in the communication of my ideas including justifying my opinions with evidence from the text.	I engaged in the communication of my ideas but did not justify my opinions with enough evidence from the text.	I could not engage in the communication of my ideas because I did not come to the conversation prepared.	I did not engage in communication of any ideas.

Total Points: _____ / 12

Numerical Grade: _____

Teacher Comments:

Grade 7: Prove It With Evidence From Our Past
RACES Extended Response Organizer

After reading *Elly: My True Story of the Holocaust* and “Holocaust survivor tells her story at Cardoza HS”, do you think Elly Berkovits Gross sees herself as a hero? Use specific evidence, including at least two quotes from the novel as well as the news article to support your claim.

Restate the Question:

Answer the Question Correctly:

Cite Multiple Examples and Include Explanations:

Sum it Up:

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved June 20, 2016, from http://makingmathematicians.com/MakingMathematicians/images/constructed/constructedresponse_english_packet.pdf

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RACES Rubric for TDA Questions

Name:			Date:
CR Question:			
	EXCELLING 3 POINTS	PROGRESSING 2 POINTS	EMERGING 1 POINT
RESTATE	The question is clearly restated/reworded in the response. The reader knows what to expect. The reader is reminded of the purpose at the end.	There is an attempt to restate, or the question is restated partially, but it is not clear. The reader is not reminded at the end.	The question is not restated. Response may begin with "Because," "So," or "That."
ANSWER	The question is answered fully and correctly, showing that the writer knows what is being asked.	The answer is partly correct, incomplete, or student does not show a clear understanding of how to proceed.	There is no answer or the answer has nothing to do with the question.
CITE	Two or more examples are provided, they are relevant to the question and they fully support the answer.	One example is provided or examples are present, but do not support the answer.	There are no examples provided.
EXPLAIN	The response supplies reasoning and/or inferring which strongly supports the answer	The response attempts to supply reasoning and/or inferring which supports the answer.	There is no attempt to support the answer, and no examples have been given.
SUMMARIZE	The summary is clear and insightful.	The summary is clear and sufficient.	The summary is unclear and insufficient.
Total Points			

SCORE: _____

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Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved June 20, 2016, from http://makingmathematicians.com/MakingMathematicians/images/constructed/constructe_dresponse_english_packet.pdf

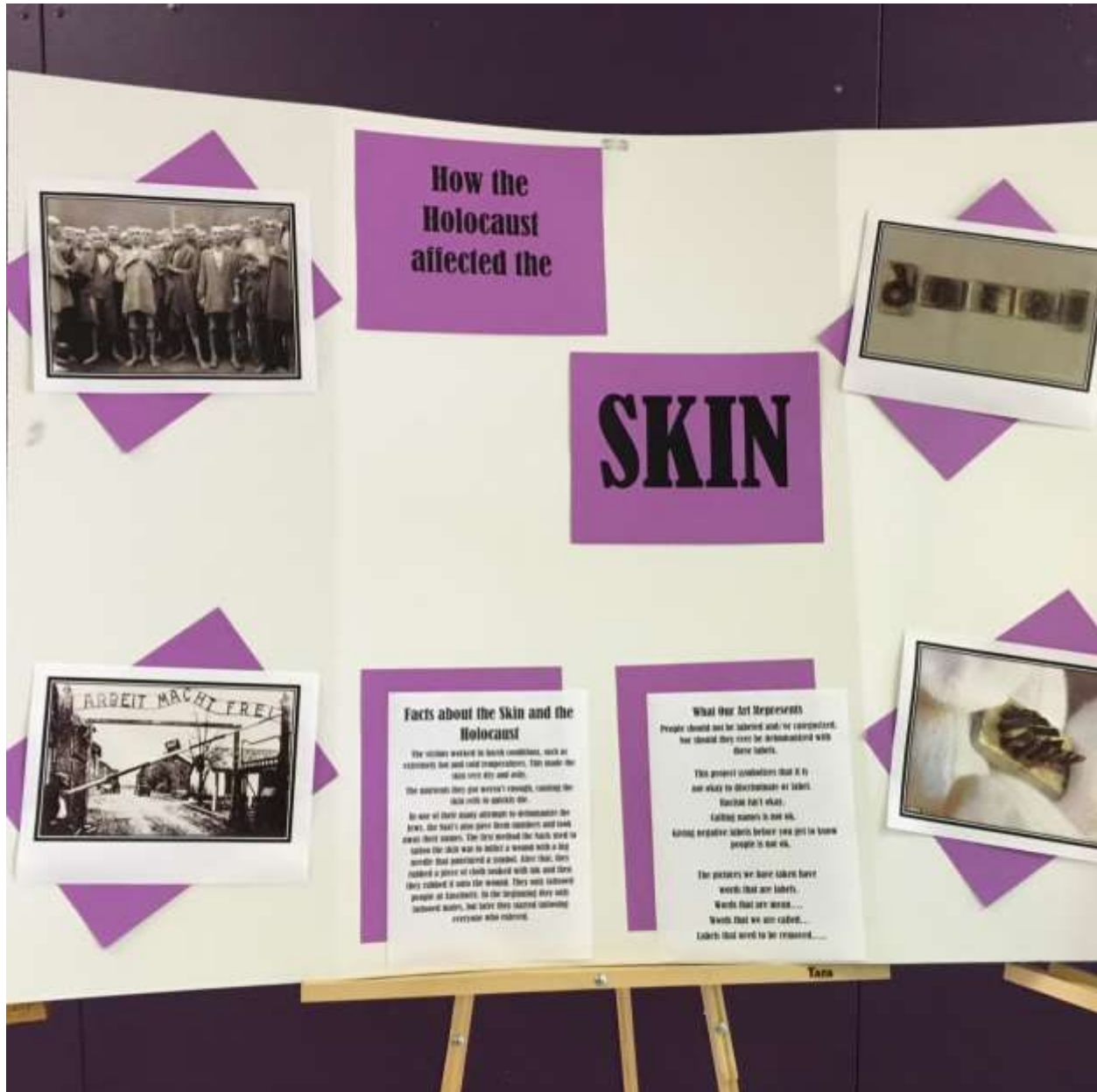
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Reference Cited:

Students, F. M. (2016). Leaders, Liberators, & Helpers: A Collaborative Museum. Fairforest Middle School, Spartanburg.

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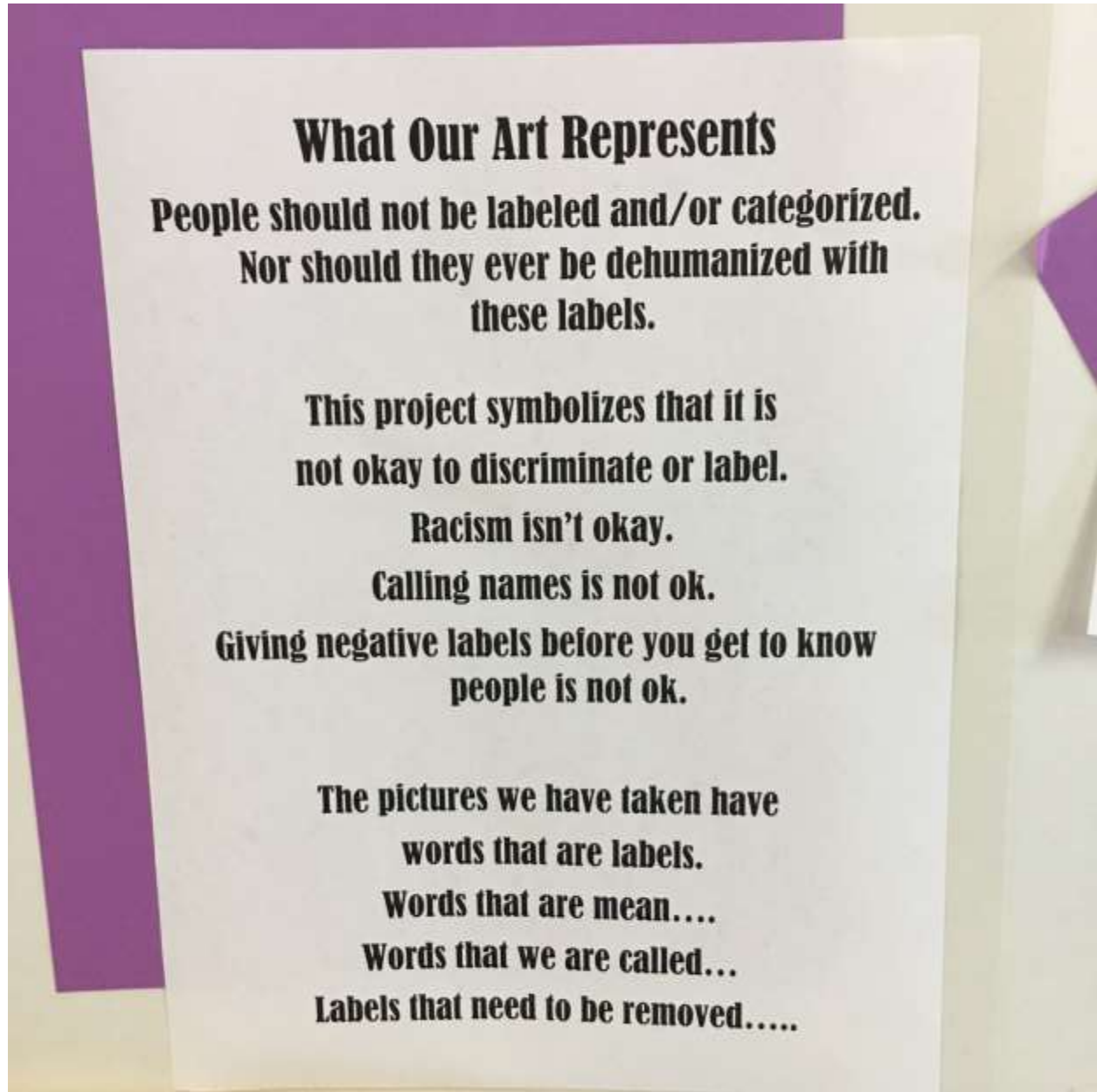
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